Identify key questions you might use in your collaborative conversation.

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| **Key Areas** | **Observation Notes** |
| * Purpose of the Coaching Conversation | * Post – observation conference with a teacher regarding instruction in Second Chance Reading and English classes observed. |
| * ***O****bjective Questions* * The “what” * Invitation to the conversation | * What strategies did you use in your teaching to enhance student learning? * What evidence do you have that indicates student learning in your classes? * What standards and benchmarks did you teach towards in your lessons? * How did you actively engage students in the learning? * How have you made the learning relate to “real life” situations? |
| * *Reflective Questions* * The “what about the what” * Emotional | * *What do you feel needs to be improved with Second Chance Reading instruction for the next school year?* |
| * ***I****nterpretive Questions* * The “so what” * Brainstorming | * *So how do we get more Reading instructional time to our struggling readers?* * *Do you feel that our struggling readers need a core Reading class, and also the Second Chance Reading class to supplement their learning?* |
| * ***D****ecisional Questions* * The “now what” * Identifies specifics “next steps” to be taken | * *So what could our next steps be in achieving our goal of more student achievement in the area of Reading?* * *What can we do to ensure that our struggling readers get the instruction and support that they need to improve their reading skills?* |
| * *Based on the Decision, what are the responsibilities of the administrator?* | *The Second Chance Reading teacher needs to continue to use all of the teaching strategies as outlined in the Second Chance Reading training.*  *The teacher should continue to brainstorm as to how to get core Reading and Second Chance Reading instruction to our struggling readers.* |
| * *Based on the Decision, what are my responsibilities?* | * *My responsibility is to follow up on finding a way to enroll our struggling readers in a core Reading class, and also in a Second Chance Reading class to promote student achievement in Reading skills. The idea is to” double dip” our students to enhance their Reading skills.* |

**Reflection on the Collaborative Conversation**

**Name: Todd Roecker**

**Date: January, 2010**

**Reflect on the collaborative conversation you completed with the administrator:**

**What impact did planning for the conversation, including the development of the ORID questions, have on the coaching conference itself?**

**The conference has a focus and a purpose when you have questions pre-conceived prior to the actual conference. You feel better prepared for the collaborative conference this way.**

**What was most challenging for you during the conversation? Most pleasing?**

**The most challenging part is to know the Second Chance Reading components and strategies, and to discuss them with the teacher to ensure that all components are being taught on a weekly basis in the classroom. The most pleasing thing is to take the time to sit one on one and discuss what is taking place in the classroom and to discuss student learning. I always enjoy talking about classroom instruction and learning.**

**What might be some things you would do differently/the same in your next conversation?**

**I don’t think I would change anything from our collaborative discussion. We sat one on one at a small round table, we took plenty of time to converse together, we were both relaxed, we shared back and forth in our discussion, and I asked Cognitive Coaching questions to allow the teachers to reflect on their teaching and on student learning.**

**What techniques will you specifically address in your next coaching conversation?**

**I will specifically address more of the “so what”, and “now what” type of questions to stretch the thinking and input from the teacher.**